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## STANDARDS OF SOUTHERN COLLEGES FOR WOMEN<sup>1</sup>

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There are in the South one hundred and forty-two colleges for women distributed as follows: in Maryland, seven; in Virginia, thirteen; in West Virginia, Florida, and Oklahoma, one each; in North Carolina, eighteen; in South Carolina, ten; in Georgia and Alabama, nine each; in Mississippi and Texas, fourteen each; in Louisiana, five; in Arkansas, two; in Missouri, eleven; in Kentucky, fifteen; and in Tennessee, twelve. North Carolina appears ignominiously to head the list; but an equally close-range search-light might prove several other states guilty of an equally absurd number of nominal colleges. For three institutions in Kentucky and an additional twelve in Tennessee failed to respond to requests for catalogues. In fact, I am not absolutely sure that the above numbers are complete for any state except North Carolina. But as hardly a fifth of the institutions enumerated are giving any standard college courses, it is safe to assume that no institution doing any college work has been omitted.

Only four of all the colleges for women in the South have been recognized by the Association of Colleges of the Southern States; and only six others are included by the Specialist in Higher Education in either his third or his fourth class. The remaining hundred and thirty-one southern colleges for women have never been classified according to any national or sectional standard.<sup>2</sup> I have, therefore, attempted to formulate a basis of classification which might indicate, however inadequately, some distinction between

<sup>1</sup> Report presented by the chairman of the Committee on Standards of Colleges at the ninth annual meeting of the Southern Association of College Women, Nashville, April 3-5, 1912.

<sup>2</sup> The Board of Education of the Methodist Episcopal Church, South, classifies only institutions under Methodist control; and as the minimum requirements for its Class A colleges are not so rigid as those of the Association of Colleges of the Southern States, its classified lists should not be confused with the southern or national standard.

institutions which are merely inferior secondary schools and those which are really doing more or less college work. With this object in view, I have during the past year compiled statistics showing the specific admission requirements *announced* in the catalogues of southern colleges for women; and with these statistics as a basis I have grouped all these institutions under the following heads:

1. Institutions belonging to the Association of Colleges of the Southern States.
2. Institutions offering from three to four years above standard college-entrance requirements, but not conforming to the regulations of the Association of Colleges of the Southern States.
3. Institutions counting two or more years of preparatory work toward a baccalaureate degree.
4. Institutions counting from three to four years of preparatory work toward a baccalaureate degree.

A classification based largely on catalogue announcements is apt to be misleading; for announcements are not always put into effect. Indeed, if I should attempt to make an absolutely accurate classification, it would be necessary to have as many classes as colleges—or at least to add a qualifying footnote for each institution. As that would be too confusing, I shall, by way of compromise, not only discuss the general characteristics of each group, but also point out, as far as can be estimated from catalogues, the institutions that for various reasons appear either better or worse than the typical ones of the divisions in which they have been placed.

The first group, composed of colleges belonging to the Association of Colleges of the Southern States, is limited to four:

Agnes Scott College.....	Decatur, Georgia
Goucher College.....	Baltimore, Maryland
Randolph-Macon Woman's College.....	Lynchburg, Virginia
Sophie Newcomb Memorial College.....	New Orleans, Louisiana

Goucher is the only woman's college in the South which has been put in Class I by the Specialist in Higher Education. I shall not, however, stop to point out in what respects Goucher is superior to Agnes Scott, Randolph-Macon, and Sophie Newcomb; but, instead, I wish to show how these four colleges, as a group, stand out from all other southern colleges for women. In the first place, they have pledged themselves not to allow their college instructors

to do any preparatory teaching either in an academy, a sub-Freshman, or a conditioned class; and they have also pledged themselves not to allow their conditioned Freshmen to make up work in a preparatory school—if they have one—nor to allow their preparatory students to take any college courses.

The importance of this rigid separation of preparatory and college students cannot be overemphasized in southern colleges for women, where preparatory, special, and special-study pupils so largely predominate. For a majority of immature and “irregular” pupils necessarily affects the standard of a college. And it is on account of the very small proportion of regular college students in our colleges for women that so few of them can afford to conform to the regulations of the Association of Colleges of the Southern States.

Since the famous 1906 Carnegie Foundation definition of a college, the idea has unfortunately become rather prevalent in the South that in order to become a standard college all that is necessary is to *announce* an admission requirement of fourteen units. In 1906 only four southern colleges for women required fourteen entrance units; by 1910 the number announcing this requirement had increased to sixteen; in 1911 the number announcing fourteen or more units had jumped to thirty-one. But with the exception of the four already discussed in group one, very few of these institutions have any endowment whatever. They are therefore unable to engage even as many as six well-trained professors exclusively for college work; or to provide libraries, laboratories, and other buildings and equipment necessary for maintaining a high standard of scholarship and efficiency. Consequently, though twenty-seven institutions in the second group are announcing in quantity standard admission requirements, none of them has yet been recognized as a standard college.

In addition to the twenty-seven colleges announcing a requirement of fourteen or more units for entrance, I have included in the second group seven others which, though announcing a slightly lower admission requirement, are undoubtedly equal in standard to several making the highest claims. Indeed, in spite of the apparently identical entrance units of the majority of these thirty-four colleges, they really vary in standard from institutions whose

graduates could not enter the Freshman class of a first-class college to those whose Bachelor of Arts degree represents as much as three years of real college work. In order to roughly suggest this variation, and to emphasize the importance of requiring at least ten units of academic work for admission to special-study schools, I have arranged the institutions of this group under the following subheads:

1. Institutions announcing a requirement of fourteen units for admission to courses leading to a baccalaureate degree, and as much as ten units for admission to courses leading to a diploma in music, art, and expression:

Bessie Tift College . . . . .	Forsyth, Georgia
College for Women <sup>1</sup> . . . . .	Columbia, South Carolina
Converse College . . . . .	Spartanburg, South Carolina
Judson College . . . . .	Marion, Alabama
Meredith College . . . . .	Raleigh, North Carolina
Mississippi Industrial Institute and College . . . . .	Columbus, Mississippi
Notre Dame College . . . . .	Baltimore, Maryland
Salem College <sup>1</sup> . . . . .	Salem, North Carolina
Shorter College . . . . .	Rome, Georgia
Sweet Briar College <sup>2</sup> . . . . .	Sweet Briar, Virginia
Tennessee College . . . . .	Murfreesboro, Tennessee
Woman's College . . . . .	Frederick, Maryland

2. Institutions announcing a requirement of fourteen units for admission to courses leading to a baccalaureate degree, and from eight to *no* units for admission to courses leading to a diploma in music, art, and expression:

*Athens College . . . . .	Athens, Alabama
Baylor College . . . . .	Belton, Texas
*Belhaven College and Institute . . . . .	Jackson, Mississippi
*Brenau College . . . . .	Gainesville, Georgia
*Buford College . . . . .	Nashville, Tennessee
*Central College for Women . . . . .	Lexington, Missouri
*Chicora College . . . . .	Greenville, South Carolina
*Columbia College . . . . .	Columbia, South Carolina
*Forest Park University . . . . .	St. Louis, Missouri
Greensboro Female College . . . . .	Greensboro, North Carolina
Hollins College . . . . .	Hollins, Virginia
*Lagrange Female College . . . . .	Lagrange, Georgia

\* In spite of admission announcements, these colleges apparently belong in the third "group"; some may even belong in the fourth group. They are by no means equal in standard to the three state colleges in the third subdivision of this group.

<sup>1</sup> College for Women and Salem announce a maximum requirement of thirteen units for 1911-12.

<sup>2</sup> Sweet Briar does not give a diploma in music, art, or expression; and so requires no definite number of units to be presented by special-study pupils.

Mount Saint Agnes College . . . . .	Mt. Washington, Maryland
*Texas Fairmont Seminary . . . . .	Weatherford, Texas
Wesleyan College . . . . .	Macon, Georgia
Woman's College of Alabama . . . . .	Montgomery, Alabama
*Young's College . . . . .	Thomasville, Georgia

\*In spite of admission announcements, these colleges apparently belong in the third "group"; some may even belong in the fourth group. They are by no means equal in standard to the three state colleges in the third subdivision of this group.

3. Institutions announcing a requirement of from ten to twelve units for admission to courses leading to a baccalaureate degree, and less than ten for admission to courses leading to a diploma in music, art, and expression:

Florida State College for Women . . . . .	Tallahassee, Florida
Galloway College . . . . .	Searcy, Arkansas
Lander College . . . . .	Greenwood, South Carolina
State Normal and Industrial College . . . . .	Greensboro, North Carolina
Winthrop Normal and Industrial College . . . . .	Rock Hill, South Carolina

The distinctions made by the above subdivision are far from adequate; for the fact that an institution announces a requirement of fourteen entrance units does not prove that the institution is able to enforce this requirement, or that its curriculum is of college standard, or that students are actually pursuing the courses outlined for baccalaureate degrees. In fact, only one-third of the institutions in the whole group make any distinction whatever in their catalogues between preparatory, special-study, and college students; it is, therefore, impossible to tell whether twenty-three of these institutions have any appreciable number of students actually working for a degree. Even in the first subdivision only the six mentioned below publish in their catalogues for 1910-11 a clearly defined roll showing the number of regular college students:

	Regular College Students	Total Enrolment
Converse College . . . . .	146	317
Judson College . . . . .	70	234
Meredith College . . . . .	86	358
Mississippi Industrial Institute and College . . . . .	260	752
Tennessee College . . . . .	69	195
Woman's College (Frederick, Maryland) . . . . .	45	210

Sweet Briar does not state the number of its college students; but by a close scrutiny of its register of students one can detect that 46

are separated by spaces which seem to indicate the four college classes; the total number is easily estimated as 202.

The predominance of preparatory and "irregular" pupils, forcibly illustrated by the above figures, constitutes the leading characteristic, and, at the same time, the leading weakness, of southern colleges for women. Some of the colleges in the second group try to make a virtue of necessity, and advertise that their upper preparatory classes are taught by college professors; and some advocate the association of preparatory and college students on the ground that such association "furnishes that stimulus so necessary for inspiration and higher ideals"; others dwell on the benefit that their music, art, and expression students receive from "the social and intellectual life of the college." But, in reality, the overworked professor, the immature fine-arts "specialist," and even "the inspired" *prep* are apt to make the clear, keen, scholarly atmosphere of college life somewhat hazy.

The tendency on the part of the southern girl to specialize before she has acquired even a good high-school education causes one of the leading distinctions between eastern and southern colleges for women. Of the 1,030 students now at Vassar, for example, only 100 are taking lessons in piano, voice, organ, and violin, combined; at Greensboro Female College, on the other hand, there were last year out of a total registration of 215 exactly 151 studying music. This proportion of music students—one-tenth at Vassar and nearly three-fourths at Greensboro—is, I find, typical of women's colleges in the East and in the South; and perhaps I should add that even the few who study music in eastern colleges are working primarily for an academic degree. This is not true of the majority of music students in southern colleges. Eastern colleges do not try to compete with conservatories, and they no more think of advertising their music departments than their departments of mathematics. A department of music is, of course, indispensable in a woman's college; but if an institution wishes to be recognized as a *college*, it is safer for it not to try to be "the leading conservatory of music in the South!"

But though immature "specializers" are a menace to a high standard of scholarship in practically all southern colleges, yet there

is hope for the institutions in the second group which really require as much as ten units for admission to their special-study schools and which are sufficiently well organized to publish a classified list of their students. Two of these colleges, Converse and Meredith, are rated by the Specialist in Higher Education as doing the equivalent of three years of standard college work. And though a student who should spend three years at Vassar or Wellesley would probably have a broader culture, if not a higher degree of scholarship, than if she had studied four years at either of these southern colleges, yet this comparative rating is, no doubt, as nearly accurate as possible; for the effect of college "atmosphere" cannot be computed.

If, however, Converse and Meredith are living up to their announcements as to admission requirements and curriculum—and I have every reason to believe that they are—the question naturally arises, Why are they not rated as doing four years of college work? In the first place, they have as yet had no *graduates* who presented fourteen units when they *entered*; and, in the second place, the quality of their college work, as I have already implied, has to a certain extent been affected by the predominance of special-study pupils. The chief reason, however, that the A.B. degree of such southern colleges as Converse and Meredith is not more nearly equivalent to that of eastern colleges for women is due to the poorer preparation of the majority of even regular Freshmen in southern colleges. To illustrate, Meredith College has for four years required in English three units of as good a quality as North Carolina high schools could furnish; yet it has taken my students two years to complete in English composition the work done at Wellesley, Vassar, and Mount Holyoke in one year. And since I taught Freshmen English at Wellesley from 1905 to 1908, the difference can hardly be due to a difference in the quality of the teaching.

It is true, no doubt, that several colleges belonging to the Association of Colleges of the Southern States admit students whose preparation is not any better than that of the Freshman classes at Meredith and Converse; but they have at least been requiring fourteen units—whatever their quality—a year or two longer, and they have not so large a proportion of special-study pupils. And,



besides, they are not themselves in the national Class I of colleges; for only four southern universities<sup>1</sup> (Vanderbilt, Virginia, Missouri, Texas) and one southern college (Goucher) are rated by the Specialist in Higher Education as offering four years of work equivalent to that done at the three eastern colleges for women taken as my basis of comparison.

Another college in the first subdivision of the second group which deserves special mention is the Mississippi Industrial Institute and College. Its collegiate department, considered apart from its normal and industrial departments, is certainly equal to that of any institution in the whole group; but owing to its large proportion of normal and industrial students, this department has not received the recognition to which in itself it seems entitled. Beginning, however, with the second semester of the present year, the Mississippi Industrial Institute and College has made the slight readjustment necessary for separating entirely its college work from that of its other departments. And Salem College, also in the first subdivision, ought, with its recently acquired endowment, soon to be able to conform to the regulations of the Association of Colleges of the Southern States.

Only one of the institutions in the second subdivision of group two has been rated by the Specialist in Higher Education—Greensboro Female College; and this he classes as offering two years of college work. The Board of Education of the Methodist Episcopal Church, South, rates Columbia, Wesleyan, and the Woman's College of Alabama as being of equal standing with Greensboro Female College. From their catalogues, however, I should assume that Wesleyan was somewhat superior to the others. Indeed, as far as can be judged from catalogues, the A.B. degree of Baylor, Hollins, and Wesleyan apparently represents the same amount of work as that of Converse and Meredith; but since none of these requires as much as ten units of academic preparation for admission to special-study schools, the standard of each, as a whole, is not equal to that of the best colleges in the first subdivision. Yet in many respects they are superior to the remaining colleges in the second subdivision.

<sup>1</sup> Since the above report was completed, the University of North Carolina has been included in the national Class I.

Several of these—particularly Buford, Brenau, Lagrange, Texas Fairmont, and Young's—show even in their catalogues that they have not fully grasped the requisites of a college. Buford, for example, has provided a faculty of only three besides its president for its four-year "University Preparatory School" and its "College Course of four full years in liberal arts and sciences." One is, therefore, forced to assume that this institution either has no students in the four college classes, or else that the members of its faculty are so occupied with preparatory teaching that they cannot give standard college courses. And this assumption is further justified by the fact that Buford announces an admission requirement of three units in mathematics and four in Latin; and yet prescribes plane geometry and Caesar for the work of its Freshman class. Lagrange had last year only thirty-two college students all told; and more than half of the thirty-two were conditioned. Texas Fairmont had no A.B. graduates in 1911 even under its old requirements. Furthermore, Texas Fairmont states that it requires for admission to its B.S. and B.L. courses three units of history; yet for its B.L. *degree* it requires six additional "units" of history, necessitating a repetition of ancient, mediaeval and modern, and English history, work already credited for entrance. Brenau devotes more than a third of its catalogue to illustrations and quotations, and barely a sixth to its outline of college courses; yet Brenau confers six degrees! And Young's nearly trebled its admission requirements in its last catalogue; so that presumably its present Freshmen are more advanced than its Sophomores and Juniors.

Many other institutions in this group and in the next should bear in mind that no institution doing two or more years of preparatory work in its collegiate department can turn into a college between June and September. The best colleges in the first subdivision of the second group raised their entrance requirements one or two units a year. And one institution has found difficulty in increasing from ten to fourteen units in four years. Yet several colleges in the third and fourth groups have already announced their intention of increasing their entrance requirements six or eight units during next summer. By so doing, they will not, as they suppose, become

eligible to membership in the Association of Colleges of the Southern States; but they will probably find that, like the colleges just discussed, their last state is worse than their first.

The inadequacy of the subdivisions in the second group is most marked in regard to the colleges in the third subdivision. As Winthrop and the North Carolina State Normal, in the third subdivision, require as much as two years of secondary-school work for admission to every department, their students presumably average a higher standard of scholarship than those of Belhaven, Brenau, Buford, Central, Hollins, Texas Fairmont, and Young's—institutions in the second subdivision stating no academic requirements for admission to, or graduation from, their schools of music, art, and expression. In fact, judging from their general organization and equipment, Winthrop, the North Carolina State Normal, and the Florida State College for Women appear to be superior to practically all the institutions in the second subdivision; and one is inclined also to assume that they are in advance of most of the colleges in the first subdivision that have so few regular students that they are unwilling to publish a classified list of their pupils.

And just as the subdivisions in the second group fail in many cases to indicate either the actual or the comparative standard of a particular institution, so it is that no clearly defined line of distinction can be drawn between some institutions in one group and some in the preceding or succeeding groups. For instance, twelve or more institutions whose announcements place them in the second group are, I feel confident, inferior to several in the third group; but since a personal investigation of all the hundred and forty-two or more colleges for women was impossible, the only legitimate alternative was to class them according to their announcements. And my divisions do, to a certain extent, indicate the standard of the typical colleges of each group, especially as I point out, whenever possible, the institutions whose catalogues unconsciously reveal that they are not living up to their announcements.

The following institutions, counting two or more years of preparatory work toward a baccalaureate degree, constitute the third group:

Alabama Brenau College . . . . .	Eufaula, Alabama
All Saints Episcopal College . . . . .	Vicksburg, Mississippi
Andrew College . . . . .	Cuthbert, Georgia
Caldwell College . . . . .	Danville, Kentucky
Campbell-Hagerman College . . . . .	Lexington, Kentucky
Centenary College-Conservatory . . . . .	Cleveland, Tennessee
Central College . . . . .	Conway, Arkansas
Chowan College . . . . .	Murfreesboro, North Carolina
Christian College . . . . .	Columbus, Missouri
Coker College . . . . .	Hartsville, South Carolina
Cottey College . . . . .	Nevada, Missouri
Cox College . . . . .	College Park, Georgia
Elizabeth College <sup>1</sup> . . . . .	Charlotte, North Carolina
Greenville Female College . . . . .	Greenville, South Carolina
Grenada College . . . . .	Grenada, Mississippi
Hamilton College . . . . .	Lexington, Kentucky
Hardin College . . . . .	Mexico, Missouri
Howard Payne College . . . . .	Fayette, Missouri
Kee Mar College . . . . .	Hagerstown, Maryland
Lexington College for Young Women . . . . .	Lexington, Missouri
Liberty Ladies' College . . . . .	Liberty, Missouri
Limestone College . . . . .	Gaffney, South Carolina
Lindenwood College . . . . .	St. Charles, Missouri
Logan College . . . . .	Russellville, Kentucky
Mansfield Female College . . . . .	Mansfield, Louisiana
Margaret College . . . . .	Versailles, Kentucky
Marion Seminary . . . . .	Marion, Alabama
Martha Washington College . . . . .	Abingdon, Virginia
Martin College . . . . .	Pulaski, Tennessee
Mary Baldwin Seminary . . . . .	Staunton, Virginia
Meridian Woman's College . . . . .	Meridian, Mississippi
North Texas College . . . . .	Sherman, Texas
Peace Institute . . . . .	Raleigh, North Carolina
Presbyterian College for Women <sup>2</sup> . . . . .	Charlotte, North Carolina
Saint Mary's College . . . . .	Dallas, Texas
Saint Mary's School . . . . .	Raleigh, North Carolina
Sayre College . . . . .	Lexington, Kentucky
Southern Presbyterian College <sup>3</sup> . . . . .	Red Springs, North Carolina

<sup>1</sup> Elizabeth College announces fourteen specific admission units for 1913-14.

<sup>2</sup> Presbyterian College makes a general statement in its 1911-12 catalogue that it will require fourteen entrance units in 1912-13.

<sup>3</sup> Southern Presbyterian College announces specifically a year in advance that it will require four and a half additional units for admission in 1912-13.

Southern Seminary . . . . .	Buena Vista, Virginia
Stephens College . . . . .	Columbia, Missouri
Stonewall Jackson Institute . . . . .	Abingdon, Virginia
Sullins College . . . . .	Bristol, Virginia
Switzer College . . . . .	Itasca, Texas
Synodical Female College . . . . .	Fulton, Missouri
Texas Presbyterian College . . . . .	Milford, Texas
Virginia College . . . . .	Roanoke, Virginia
Virginia Institute . . . . .	Bristol, Virginia
Whitworth College . . . . .	Brookhaven, Mississippi
Woman's College of Due West . . . . .	Due West, South Carolina

The best of these forty-nine institutions complete—or nearly complete—fourteen units by the end of their Sophomore year, but the work of their Junior and Senior years can hardly be considered that of a standard college. Nominally the courses are almost identical with those given in the last two years of a real college, but students who are barely prepared for standard Freshman work are too immature to get the full benefit from courses in psychology and ethics, and they have not had sufficient foundation for elective courses in ancient and modern languages and literature. And, besides, college courses cannot be given by instructors who often have from twenty to twenty-five hours of classroom work a week. Graduates of several of these institutions have, it is true, been admitted to the Junior class of colleges belonging to the Association of Colleges of the Southern States; but that simply proves that some standard colleges have in special instances given two years' advanced credit to students who have not had college Freshman and Sophomore courses. And, unfortunately, in nearly every such case, the student has been bright enough to do good work; so that the standard college feels justified in its rating, and the first institution very naturally claims to be doing two years of college work.

Everyone ought to know, however, that a brilliant student who has never had standard college courses in English, Latin, mathematics, science, and modern languages might be able to make a good record in Junior and Senior electives: and that she would, no doubt, be able to outshine a less intelligent girl who had spent the full time on all required college courses. But would she, herself, have the same degree of scholarship as if she had had the more solid

foundation? I know a few students from institutions in the third group who have been credited at standard colleges with even as much as three years of college work. As a result, when they graduated at the end of a year, they had never had a single college course in any high-school subject. And one of these who made an excellent record had much difficulty in keeping a position in a good city high school simply because psychology, philosophy, sociology, and even pedagogy did not make her proficient in secondary Latin and German. Nor was she any better prepared for the proper teaching of English, history, or science. Doubtless she did teach as well as a stupid classmate with a full college course might have done; but a stupid classmate would probably not have been recommended as "brilliant and scholarly, thoroughly equipped to teach any subject she was willing to undertake"; and the high school would not have suffered.

On the whole, therefore, the rigid rating adhered to by the best eastern colleges when admitting students to advanced standing seems best. Except in the case of several "junior colleges" which I shall mention later, it is extremely doubtful whether graduates of any of the institutions in this group would receive any advanced credit at Bryn Mawr, Barnard, Mount Holyoke, Radcliffe, Vassar, or Wellesley. I should explain, however, that a student from one of these southern colleges would probably be as well prepared for the Freshman class of one of the eastern colleges for women at the end of her Junior, as at the end of her Senior, year; for her Senior courses in psychology, ethics, evidences, and even in Tennyson and Browning, would naturally be too superficial for credit at any first-class college.

The "junior colleges" referred to above—Hardin and Lindenwood in Missouri and Hamilton in Kentucky—seem to be doing more thorough work than any of the other colleges in the third group. Hardin and Lindenwood require the completion of eighth-grade work as a prerequisite for admission into their academies, in which they offer a standard four-year college-preparatory course. They then offer two years of standard Freshman and Sophomore work. Lindenwood does still require a year's work in psychology and ethics; but its other courses conform to legitimate Freshman

and Sophomore subject-matter. Several other institutions in Missouri and in Kentucky are announcing junior-college courses, but they do not seem to have progressed so far in their college evolution as the three already mentioned.

Hamilton, especially, has won distinction by not offering an "English," a "literary," or a "seminary" course; by not including psychology or ethics in its curriculum, which is definitely planned to prepare students for admission to the Junior class of the best colleges; and by conferring no degrees whatever. Two other Kentucky colleges offering junior-college courses, Caldwell and Campbell-Hagerman, share with Hamilton the distinction of not conferring degrees. All Saints Episcopal College in Mississippi does not call itself a junior college; but as All Saints explicitly states that it offers only Freshman and Sophomore work, and as it confers no degrees, it deserves to be classed with the colleges just discussed.

Nearly all the other institutions in this group also offer, as I have more than once implied, two years of work above college-entrance requirements; but I have tried to show that that is not equivalent to giving, as the colleges just cited seem to be doing, two years of standard Freshman and Sophomore work. And since without an endowment it is impossible to become, or at any rate to remain, a standard college, it is to be hoped that, instead of emulating the example of such institutions as Buford, Lagrange, and Young's, several more of the best institutions in the third group will make the slight reorganization which would turn them into thorough two-year colleges. As the majority of the institutions in this group, however, have not sufficient equipment for doing even two years of college work, it would probably be wiser for them to remain what they are—a sort of combination finishing school and academy—until the old order is so completely changed that there will be no demand for this kind of education. But all the institutions in this group would gain in dignity if they dropped the name *college* and substituted diplomas for degrees. Saint Mary's School in North Carolina, with a standard equal to that of most of the colleges in this group, has the unique distinction of retaining the name *school*. And Peace Institute and Southern Seminary, as well as Saint

Mary's, deserve honorable mention for not conferring degrees for work which, though above college-entrance requirements, does not conform to the corresponding courses in standard colleges.

But though for many years there will no doubt be a demand in the South for such institutions as St. Mary's and Peace, yet there is no legitimate excuse for the prolonged existence of the majority of schools in the fourth group, which is made up of institutions doing mainly secondary-school work. The following is a list of fifty-five institutions counting from three to four years of preparatory work toward a degree, or claiming to be colleges by retaining the name *college*:

Alabama Central Female College . . . . .	Tuscaloosa, Alabama
Asgard College . . . . .	South Houston, Texas
Bellwood Seminary . . . . .	Anchorage, Tennessee
Belmont College . . . . .	Nashville, Tennessee
Bethel College . . . . .	Hopkinsville, Kentucky
Birmingham Seminary . . . . .	Birmingham, Alabama
Blue Mountain College . . . . .	Blue Mountain, Mississippi
Boscobel College . . . . .	Nashville, Tennessee
Bourbon College . . . . .	Paris, Kentucky
Carr-Burdette College . . . . .	Sherman, Texas
Central Mississippi Institute . . . . .	French Camp, Mississippi
Chapel Hill Female College . . . . .	Chapel Hill, Texas
Claremont College . . . . .	Hickory, North Carolina
Davenport College <sup>†</sup> . . . . .	Lenoir, North Carolina
Fairmont College . . . . .	Monteagle, Tennessee
Franklin Female College . . . . .	Franklin, Kentucky
Hillman College . . . . .	Clinton, Mississippi
Home Institute . . . . .	New Orleans, Louisiana
Howard Female College . . . . .	Gallatin, Tennessee
Liberty College . . . . .	Glasgow, Kentucky
Linwood College . . . . .	Gastonia, North Carolina
Littleton College . . . . .	Littleton, North Carolina
Louisburg College . . . . .	Louisburg, North Carolina
Louisiana Female College . . . . .	Keatchie, Louisiana
Madison Institute . . . . .	Richmond, Kentucky
Maryland College . . . . .	Lutherville, Maryland

<sup>†</sup> In a few special instances, graduates of Davenport College have been credited with nearly two years of college work at Trinity. Davenport announces twelve entrance units for 1912-13; at present it seems to be requiring the equivalent of *four* admission units.



Memphis Conference Female College . . . . .	Jackson, Tennessee
Millersburg Female College . . . . .	Millersburg, Kentucky
Mississippi Synodical College . . . . .	Holly Springs, Mississippi
Oxford College . . . . .	Oxford, North Carolina
Owensboro College . . . . .	Owensboro, Kentucky
Port Gibson Female College . . . . .	Port Gibson, Mississippi
Powhatan College . . . . .	Charleston, West Virginia
Radnor College . . . . .	Nashville, Tennessee
Roanoke Institute (B.S.) . . . . .	Danville, Virginia
Rogersville Synodical College . . . . .	Rogersville, Tennessee
Sacred Heart College . . . . .	Belmont, North Carolina
Saint Joseph's College . . . . .	Emmitsburg, Maryland
Saint Mary's College . . . . .	San Antonio, Texas
San Antonio Female College . . . . .	San Antonio, Texas
Silliman Collegiate Institute . . . . .	Clinton, Louisiana
Soule College . . . . .	Murfreesboro, Tennessee
Southern Christian College . . . . .	West Point, Mississippi
Southern Female College . . . . .	Petersburg, Virginia
Stanton College . . . . .	Natchez, Mississippi
Statesville Female College . . . . .	Statesville, North Carolina
Tuscaloosa College . . . . .	Tuscaloosa, Alabama
West Texas College . . . . .	San Antonio, Texas
Woman's College . . . . .	Richmond, Virginia

The following institutions did not respond to requests for catalogues, but they probably belong to this group:

Alabama Synodical College . . . . .	Talladega, Alabama
Beaumont College . . . . .	Harrodsburg, Kentucky
Centenary Female College . . . . .	Cleveland, Tennessee
Oklahoma Wesleyan College . . . . .	Oklahoma City, Oklahoma
Pontotoc Female College . . . . .	Pontotoc, Mississippi
Texas Woman's College . . . . .	Bryan, Texas

The majority of these schools admit students apparently from the seventh or eighth grade; and since a standard high school represents at least four years of work above the seventh grade, these institutions cannot be of higher rank than secondary schools. It is true that some claim to "complete" Cicero and Virgil in one year with only half-hour recitation periods; and that, too, when pupils are carrying six or eight studies. In fact, the number of studies taken at a time and the amount of subject-matter skimmed enable many of these schools to offer Junior and Senior college electives to

students who should be doing third- and fourth-year high-school work: which proves, not that they are colleges, but that they are not even good secondary schools. A few of the best institutions in this group, however, such as Birmingham Seminary, offer a course of study which definitely prepares for college; and some, though still retaining the name *college*, have stopped conferring degrees.

But a number of equally good preparatory schools have the greater distinction of being omitted entirely from the fourth group because they do not either in name or in act claim to be colleges; notably among these are the schools for girls belonging to the Association of Colleges and Preparatory Schools of the Southern States, namely: Agnes Scott Academy, Blackstone Female Institute, Girls' Latin School (Baltimore), Miss Gibbes' School, Pape School, and Ward Seminary. And as our public secondary schools, junior colleges, and "near" colleges continue to improve, more of the institutions in the fourth group, if they hope to live at all, will be forced to become good college-preparatory schools, and so to designate themselves.

But before that educational millennium is reached, it will be necessary for many colleges in all the groups to eliminate, not only a large proportion of fine-arts "specializers," but an even greater number of "specials" of the kind who drop studies simply because they are difficult. For it not infrequently happens that a pupil who has dropped Latin before reading Caesar, or who has never got beyond quadratics, may be studying "Senior" history and literature. Indeed, a number of colleges in all except the first group encourage laziness and superficiality by offering nominal B.S., B.D., B.L., M.E.L., and L.L.M. degrees to "young ladies who decline to study Latin."

But in spite of the predominance in our colleges of specializers of every variety, and in spite of the alluring appeal many colleges make by their array of sham degrees, our southern girls are, I think, learning to appreciate a well-rounded education; for each year shows an increase in the number of those who are willing to stay at college after they are eighteen. It is, therefore, confidently to be expected that, in addition to our four recognized women's colleges, several others that are now meeting standard admission

requirements will within the next four or five years secure a sufficient endowment to enable them to fulfil the other requisites of a college in regard to faculty, curriculum, and equipment.

In order to improve the standard of all women's colleges in the South, the Southern Association of College Women should urge each institution to recognize its limitations, and, instead of becoming a pseudo "college-conservatory," to try to become the best of its kind, whether that be a preparatory school, a finishing school, or a junior college. And in order that the best in each group should receive the support they deserve, our different branches and individual members should try, in season and out of season, to inform the public on the following points:

1. What colleges have been recognized by the Association of Colleges and Preparatory Schools of the Southern States, and what colleges have been rated by the Specialist in Higher Education as doing as much as three years of college work.

2. Why institutions calling themselves colleges are not necessarily colleges; and, consequently, why a good high-school or preparatory-school diploma is often of more value than a nominal A.B. degree.

3. Why the sudden increase of admission requirements without a proportionate increase in faculty and in equipment injures, rather than improves, the standard of an institution.

4. Why the admitting of preparatory, special, and special-study pupils affects the standard of an institution.

5. Why, therefore, the regulations of the Association of Colleges and Preparatory Schools of the Southern States are of the utmost importance in the development of standard colleges in the South.